

School Year: 2024/2025		Communicative objective		Teacher: Gourari Mohamed Ilyas		Procedures/Resources	
		<h2>First Sequence Planning</h2>					
Section	Session	Session	Session	Time	Time	Teaching materials:	
Sequence 01: Family and Friends	Session 01	I Sing and Listen	I Listen and Read	10 mn	35 mn	• Videos, songs, cartoons, posters, pictures, short stories, etc.	
	Session 02	I Read and Discover	I Listen and Read	35 mn	45 mn	<b>Key vocabularies:</b>	
	Session 03	I Read and Write	I Listen and Read	45 mn	45 mn	• Parents, father, (dad), mother (mum), brother, sister, grandfather, grandmother, grandparents.	
	Session 04	I Play Roles	I Listen and Read	45 mn	45 mn	<b>Phonics (Sound and Spelling)</b>	
Section		Communicative objective		<b>Procedures/Resources</b>			
Sequence 02: Friends and Neighbors	Session 01	I Sing and Listen	I Listen and Read	10 mn	35 mn	<b>Handwriting</b>	
	Session 02	I Play Roles	I Listen and Read	45 mn	45 mn	• Script lower case letters: i, j, l, t, u.	
		Communicative objective					
Sequence 03: Greetings and Goodbyes	Session 01	I Sing and Listen	I Listen and Read	10 mn	35 mn	<b>Grammar</b>	
	Session 02	I Play Roles	I Listen and Read	45 mn	45 mn	• Present simple/Contracted form of to be/Wh-question who, what/Pronouns	
		Communicative objective		<b>Suggested communicative situation</b>			
				<ul style="list-style-type: none"> <li>• Who is he/she?</li> <li>• He is my father/She is my mother</li> <li>• What is his/her name?</li> <li>• His/her name is...</li> </ul>			
Sequence 04: Numbers and Counting	Session 01	I Sing and Listen	I Listen and Read	10 mn	35 mn	<b>Teaching materials:</b>	
	Session 02	I Play Roles	I Listen and Read	45 mn	45 mn	• Videos, songs, cartoons, posters, pictures, short stories, etc.	
		Communicative objective		<b>Key vocabularies:</b>			
				<ul style="list-style-type: none"> <li>• Friend- mate.</li> <li>• Hello-Goodbye.</li> <li>• Numbers (0-10)</li> </ul>			

			<ul style="list-style-type: none"> <li>❖ <b>Recognize simple words in familiar context using phonemic awareness.</b></li> <li>❖ <b>Read words related to the topic.</b></li> <li>❖ <b>Identify words containing the sound /i/.</b></li> <li>❖ <b>Discover the relationship between the grapheme and the phoneme.</b></li> </ul>	<p><b>Phonics (Sound and Spelling)</b></p> <ul style="list-style-type: none"> <li>❖ Words related to the topic.</li> <li>❖ Vowel sound /i/ is spelt "I" (e.g.: six- in- live).</li> </ul>
			<ul style="list-style-type: none"> <li>❖ <b>Write the upper-case letters: I, J, L, T, U.</b></li> <li>❖ <b>Apply the features of writing letters appropriately (shaping, sizing, spacing and alignment).</b></li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>❖ Script upper case letters: I, J, L, T, U.</li> <li>❖ personal pronoun "I" is always spelt/written upper case.</li> </ul>
			<ul style="list-style-type: none"> <li>❖ <b>Ask and answer questions about a friend's name and age.</b></li> <li>❖ <b>Act a scene out.</b></li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>❖ Present simple: to be, to have, to live / Wh-question / Pronouns / Preposition: in.</li> </ul> <p><b>Suggested communicative situation</b></p> <ul style="list-style-type: none"> <li>• Hello, my name's Ali. I am 8. I live in.... I speak...</li> <li>• What is your name?</li> <li>• My name is...</li> <li>• How old are you?</li> <li>• I am 9.</li> </ul>